



**COURSE STANDARDS AND PROCEDURES 2023-2024**

**COURSE:**

Ethics and Religious Cultures- Secondary 5

**CLASS RESOURCES:**

Google classroom and Teacher handmade material

**COURSE DESCRIPTION:**

Focuses on moral education, the study of World Religions (New Religious Movements, Hinduism, etc.) and highlights ethical dilemmas in our ever-changing world.

**MYP AIMS ADDRESSED BY THE COURSE:** What are the aims/objectives of the course? How do these relate to the MEES competencies?

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none"> <li>- Act as responsible citizens of local and global communities.</li> <li>- Develop inquiry skills that lead towards conceptual understandings of the relationship between individuals, societies, and the environments in which we live in.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize different ways of viewing life, relationships with others, and the place and role of human beings in the world</li> <li>• Reflect on values (freedom, equity, equality, justice, respect, integrity, etc.) And social prescriptions (laws, rules, regulations, etc.)</li> <li>• Take a reflective position with respect to problem situations in which different values are at stake or choices must be made</li> <li>• Make choices based on the common good, get involved and act toward others autonomously and responsible</li> </ul>
<ul style="list-style-type: none"> <li>- Understand the interactions and interdependence of individuals, societies, and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with Quebec and religious heritage</li> <li>• Become open to religious diversity &amp; develop appropriate attitudes toward it by becoming familiar with major religions.</li> <li>• Draw upon various forms of religious expression (celebrations, objects, symbols, writings etc.) to help students understand</li> </ul>

--	--

**FUNDAMENTAL IB CONCEPTS:**

Communication, intercultural awareness, holistic learning, global interactions, decision making, rights and responsibilities, peace and conflict resolution, relationships between communities, Fairness and development, Identities and relationships.

**KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:**

Students will take action and demonstrate thinking and communication skills by exploring ethical dilemmas and religious cultures. Students are reflective thinkers when engaging in major topics (environment, wellness, humanity, religion, technology etc.) and take action on sensitive themes.

**IB MYP LEARNER PROFILE:** Inquirers, thinkers, communicators, open-minded, caring, and reflective.

**FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:**

<b>Term 1 (20% of School Course Grade)</b>		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<b>Competency 1:</b> Reflects on ethical questions	May include but not limited to: <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Debates/discussions</li> <li>• Quizzes, tests</li> <li>• Projects, presentations</li> <li>• Journals/reflective assignments</li> </ul>	November 2 <sup>nd</sup> , 2023
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> <li>• Google Classroom, agenda, email, Mozaik, parent-teacher interviews, communication form, call to parents if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Pocket folder/binder</li> <li>• Loose leaf or 1 80-page copybook</li> <li>• Writing materials</li> </ul>	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<ul style="list-style-type: none"> <li>A. <i>Knowing and Understanding</i></li> <li>B. <i>Investigating</i></li> <li>C. <i>Communicating</i></li> <li>D. <i>Thinking Critically</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assessment: Assignments/Essay</li> <li>• Summative Assessment: Chapter Test/Project</li> <li>• Verbal and written feedback</li> </ul>	

### Term 2 (20% of School Course Grade)

<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p><b>Competency 2:</b> Demonstrates an understanding of Religious Phenomena.</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Debates/discussions</li> <li>• Quizzes, tests</li> <li>• Projects, presentations • Journals/reflective assignments</li> </ul>	<p>February 2<sup>nd</sup>, 2024</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> <li>• Google Classroom, agenda, email, Mozaik, parent-teacher interviews, communication form, call to parents if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Pocket folder/binder</li> <li>• Loose leaf or 1 80-page copybook</li> <li>• Writing materials</li> </ul>	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>A. <i>Knowing and Understanding</i>            B. <i>Investigating</i>            C. <i>Communicating</i>            D. <i>Thinking Critically</i></p>	<ul style="list-style-type: none"> <li>• Formative Assessment: Assignments/Essay</li> <li>• Summative Assessment: Chapter Test/Project</li> <li>• Verbal and written feedback</li> </ul>	

### Term 3 (60% of School Course Grade)

<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p><b>Competency 1:</b> Reflects on ethical questions  <b>Competency 2:</b> Demonstrates an understanding of Religious Phenomena.</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Debates/discussions</li> <li>• Quizzes, tests</li> <li>• Projects, presentations</li> <li>• Journals/reflective assignments</li> </ul>	<p>June 21<sup>st</sup>, 2024</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> <li>• Google Classroom, agenda, email, Mozaik,</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda</li> </ul>	

parent-teacher interviews, communication form, call to parents if necessary.	<ul style="list-style-type: none"> <li>• Pocket folder/binder</li> <li>• Loose leaf or 1 80-page copybook</li> <li>• Writing materials</li> </ul>
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>
<p>A. <i>Knowing and Understanding</i></p> <p>B. <i>Investigating</i></p> <p>C. <i>Communicating</i></p> <p>D. <i>Thinking Critically</i></p>	<ul style="list-style-type: none"> <li>• Formative Assessment: Assignments/Essay</li> <li>• Summative Assessment: Chapter Test/Project</li> <li>• Verbal and written feedback</li> </ul>

### Additional Information/Specifications

This course does not have a final exam. The final course grade comes entirely from the school course grade.

This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.

This course has a final exam administered by the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEEs moderation.